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ABSTRACT

This source book provides brief descriptions of exemplary Title I, Elementary and Secondary Education Act programs that have been approved for dissemination as of November of 1977. For each project the following sets of data are provided: (1) the target audience of the program, (2) a description, (3) tests administered to program participants and results of the evaluation of the program, (4) implementation requirements, (5) financial requirements, and (6) services made available by the program. The programs focus on the development of basic skills in reading, mathematics, and early childhood education. The programs included are designed to serve elementary and secondary school students, migrant students, bilingual students, and low achieving disadvantaged students. (Author/AM)

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TITLE I ESEA

EDUCATIONAL PROGRAMS THAT WORK

A Resource of Exemplary Title I ESEA Educational Programs Developed by Local School Districts and Approved by the Joint Dissemination Review Panel in the Education Division of the Department of Health, Education and Welfare.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Joseph A. Califano, Jr., Secretary

Mary E. Berry, Assistant Secretary for Education

Office of Education

Ernest L. Boyer, Commissioner

UD018418

PREFACE

TITLE I, ESEA, EDUCATIONAL PROGRAMS THAT WORK was prepared largely by staffs of the various projects described in the following pages. Without their full and willing cooperation, these descriptions could never have been generated. However, the reader is cautioned that some errors may have crept into the text due to the limited time available for checking the various entries.

This source book provides brief descriptions of exemplary Title I, ESEA, programs that have been approved for dissemination as of November 1977 by the Joint Dissemination Review Panel (JDRP) within the Education Division of the Department of Health, Education, and Welfare.

Projects achieving this status have successfully passed a rigorous review process. Having established general criteria for identification of exemplary programs, the Division of Education for the Disadvantaged within the Office of Education invites State Educational Agencies (SEAs) to submit nominations of additional Title I projects they consider to be exemplary for review by the JDRP. The project descriptions, following a specified format, must demonstrate that the project meets the Division's suggested criteria as well as the general criteria set forth by the JDRP. Division staff review the submitted descriptions, contacting the SEA and the Local Educational Agency (LEA) for clarification when necessary. Projects receiving a tentative "no" are contacted for further information. Those receiving a tentative "yes" are then visited by Division staff who review the project to assure that it is in compliance and that it demonstrates high program quality. Projects meeting all these criteria are then submitted to the NIE/OE JDRP which meets monthly to consider projects that have been submitted. Those projects passing the rigorous scrutiny of the panel are then designated as exemplary and are approved for national dissemination.

Since scarce national resources make it impossible for the U.S. Office of Education to provide support to every validated project that proves its effectiveness, some of these projects may not be able to offer training for users of their programs or to carry out demonstrations. The project descriptions indicate which projects have been funded for dissemination activities.

Richard L. Fairley
Director, Division of
Education for the Disadvantaged
Bureau of Elementary
& Secondary Education

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PROJECT TITLE I ESEA PRESCHOOL

descriptors

Early Childhood Education
Parental Participation
Diagnostic Teaching

target audience

Kindergarten students.

description

An early childhood diagnostic/prescriptive program that provides individualized instruction for each child.

This program provides an open classroom design for kindergarten activities. Measuring and weighing activities, number concept activities, nature observation, book viewing, musical activities, home life simulation, water activities, and flannel board sharing occur in learning centers in each classroom. Intellectual development is stressed. Instruction is divided into the following units: home and school, health and safety, community helpers, the farm, the city, pets, woodland animals, holidays, seasons, five senses, foods, and our bodies. In addition, children are taught over 100 specific concepts in language, math, and science.

assurances/claims

The Test of Basic Experiences (TOBE) Language Test, Form K (language and mathematics) was administered pre/post. Significant progress was shown. Teacher-made checklists and continuous teacher evaluation are also used. Financial and evaluation data were collected in 1974-75.

implementation requirements

No special facilities or equipment required. Each class of 20 children requires one teacher and at least one aide. Instructional units are independent of each other; some or all may be implemented.

financial requirements

Teacher-made materials and curriculum guide developed over a period of 10 years. Parent participation manual and curriculum guide are out-of-print; no plans currently to reprint.

services available

No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out-of-state. Project staff can attend out-of-state conferences (expenses must be paid).

contact

Bonnie Nicholson; Bessemer City Schools; 412 N. 17th St.; P.O. Box 868; Bessemer, AL 35020. (205) 424-9570.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 26 Approved: 4/4-5/3

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PROJECT BAPTIST HILL KINDERGARTEN

descriptors

Early Childhood Education

target audience

Kindergarten Students.

description

A school readiness project for five-year-old children who are educationally disadvantaged.

Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psycho-motor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent involvement component.

One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive with appropriate colorful furnishings, open shelving, and displays of students' art.

It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance and variety of this material enables teachers to vary their approaches to meet the individual learning styles and needs of these five-year-olds.

assurances/claims

The Test of Basic Experiences (TOBE) was employed to measure student achievement. The mean pretest stanine was three, the mean posttest stanine was six.

implementation requirements

Any system with a teacher certified in early childhood education and an aide trained through inservice can purchase the necessary materials (see materials list) and begin a class similar to this project. Most systems which have adapted this project have visited one or more times.

financial requirements

In addition to a teacher and aide who have had inservice training together and appropriate furniture for five-year-olds, $2,500 would be adequate to begin one unit like this project. However, the more materials and equipment which can be purchased, the more successful the project will be.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome at the project site September through May, five days a week, from 8:00 a.m. to noon.

contact Marjorie E. Maddox; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037. (205) 382-2866.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-102 Approved: 10/18/74

Compiled Winter 1977

PROJECT IMPROVEMENT OF BASIC READING SKILLS

descriptors

Remedial Reading
Diagnostic Teaching
Parent Participation

target audience

Pupils in grades 1-8 with an I.Q. of 80 or above who are reading six months or more below grade level. Selection of these pupils is based on standardized test results (below 50th percentile), diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

description

Reading centers providing an individualized approach to remedial reading for educationally deprived children.

Reading centers established in participating schools are staffed by a reading teacher and an aide who work with 10-12 children per period every day for the regular school term. Diagnostic tests are administered to determine specific needs of the children. A "Need Sheet" is prepared for each child providing a written prescription to help master basic reading skills and reinforce classroom learning. A "Weekly Plan" sheet is maintained for each class listing plans for each child. Teacher aides and parents are assigned to work with children needing additional help over and above help received in the classroom and reading center. Parent participation, through volunteer work and workshops, is a very significant aspect of the project. Individualized attention shows the pupil that he/she is important and can excel in some way, reinforcing the primary goal of the project: to meet individual needs of each student and help him/her achieve his/her potential.

Materials used include the Hoffman Reading Program supplemented by numerous other commercially-available and teacher-made materials.

(This project has been described in a Project Information Package.)

assurances/claims

Evaluation by Gates-MacGinitie Reading Test. Data compiled annually following Alabama/US Title I guidelines. The weighted mean NCE Gain in grades 1-7 for 1976-77 was 13.1 for nine months. Also, participating pupils have made improvement in subject area grades, school attendance, attitudes, and health habits.

implementation requirements

At least one well-equipped available space per school for a reading center, with one teacher and aide per center. Training sessions are available. Detailed information upon request. A Project Information Package has been developed on this project and will be available for examination and for sale to adopters. The PIP materials include orientation materials, management calendar, management directory, teacher's manual, staff development manual, and evaluator's manual.

financial requirements

In the original site, a total of $331.77 per pupil, including administrative and instructional personnel, materials and equipment, and continuing inservice training. This figure is a continuing cost based on 467 students. Specific start-up costs are available upon request.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free of charge upon request. Visitors are welcome by appointment. Training may be conducted at the project site or when necessary and feasible, at the adopter site. Project staff will be able to attend out-of-state conferences and awareness sessions.

contact

Edward M. Dodd; Improvement of Basic Reading Skills; Sylacauga City Schools; P.O. Drawer B; Sylacauga, AL 35150. (205) 245-5345 or 249-0393.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-109 Approved: 10/18/74

Compiled Winter 1977

PROJECT

FLAGSTAFF REMEDIAL READING PROJECT (Title I) [formerly Remedial Reading (Title I)]

descriptors

Remedial Reading
Diagnostic Teaching
Individualized Instruction

target audience

Target schools established by Title I low-income guidelines. Student eligibility based on low achievement (stanines three and below) on selected language-related SAT subtests. Supplementary reading, grades 2-9.

description

A child-centered daily pull-out program using an eclectic approach to instruction based on individual diagnosis of reading problems.

The project views reading as a highly individualized process: there is no single best way to acquire reading competencies. Further, the project is founded on the belief that students and teachers need to (1) experience success, (2) self-pace their work and (3) make choices from a variety of options. Accordingly, wide latitude occurs in instructional and organizational methods as teachers utilize personal teaching styles and favorite materials to meet individual student needs and provide for student success.

Small groups of 6-10 students receive individualized instruction according to a teacher-designed remedial plan as indicated by results of a diagnostic test battery. Class duration ranges from 30-55 minutes daily, depending on grade level. Classroom and reading teachers cooperatively plan daily pull-out schedule for eligible students grades 2-6; junior high students are scheduled into a remedial reading class period.

The daily remedial period for each elementary student is supplemental to instruction provided at the appropriate basal reader level by the classroom teacher. For junior high students, remedial reading class is extra instruction beyond that included in their regular English courses.

A typical instructional period includes a brief time for students to read for pleasure in self-chosen books, personalized skill instruction according to skill weaknesses, and a small group activity such as a reading game or project. With teacher guidance, children become more proficient in these basic skill areas: decoding, vocabulary development, comprehension, study skills and, for older children, reading rate.

(This project has been described in a Project Information Package.)

assurances/claims

In 1975-76 over 85% of participating students achieved one month or more grade-placement-gain per month of remediation. In 1976-77, evaluated by Title I Model A-1 (norm-referenced) design: all students, grades 2-9, showed mean gain of 4.33 NCEs on Gates-MacGinitie Reading Test. Corresponding mean percentiles: pretest, 16.0 percentile; posttest 21.5 percentile.

implementation requirements

Instructional staff: reading specialists or other teachers committed to ongoing training in remedial reading instruction; one teacher per 50-60 students for instruction in groups of 6-10 students. Support staff: district and/or project staff to cover overall administration. Space: one reading room for each teacher of 50-60 students; half-classroom size workable. Materials: variety of teacher-selected materials for each reading room. Commitment of building principals and classroom teachers, specifically with regard to pull-out scheduling. Adoptable by single building or district.

financial requirements

Continuation cost in established program is approximately $300 per pupil (700-800 children). Teacher salaries and benefits (95% of budget) represent new cost to district; administrative cost may be absorbed by existing personnel. Each participating school has one reading room per 50-60 students, furnished with a wide variety of commercial instructional materials and equipment. Continuing cost for materials and tests, approximately $10 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Descriptive brochure available (free). Project staff available to make presentations at out-of-state conferences (expenses covered). Visitors welcome by appointment. For adopting LEAs, training and follow-up available both on project site and on adopter site (cost arrangements negotiable). Project Information Package (PIP) includes Project Orientation Materials, Project Director's Management Calendar, Project Management Directory, Reading Supervisor/Staff Developer Manual, Teacher's Manual and Evaluator's Manual (contact project).

contact

Lorraine Curry, Director of Elementary Curriculum; Flagstaff Public Schools;
701 N. Kendrick; Flagstaff, AZ 86001. (602) 774-8781, ext. 75.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 31 Approved: 4/4-5/73

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PROJECT CATCH UP - KEEP UP

descriptors

Remedial Reading
Diagnostic Teaching
Inservice Teacher Education

target audience

Students in grades K-12 (validated for grades 5-8) who are reading two or more years below grade level. The population in the community is in the middle to lower-middle income range and is highly mobile. Classroom teachers who have students with low reading levels are offered inservice training by reading specialists.

description

A remedial reading program and inservice teacher training, grades K-12.

The goal of this project is to raise the reading level of children who read below their grade level -- one month growth for each month in the program. Children who score two or more years below grade level on the Gates-MacGinitie reading test receive instruction in small groups from reading specialists, either in the reading lab and/or in their classroom. Reading specialists spend at least 50% of their instructional time working in the special reading lab. Approximately 50% of their time is spent working with children in the regular classrooms in concert with the classroom teacher to provide inservice teacher training. When the training occurs in the classroom, the regular teachers and aides are able to learn new techniques and strategies for teaching reading -- this profits not only the target student but all the students in the class. Students meet with the reading specialist for 20-50 minutes four days each week, and remain in the program for at least one semester.

The instruction in reading is individualized for each student based on the Flowing Wells Reading Support System, which carefully diagnoses a student's reading deficits, provides prescriptive activities and includes an evaluation procedure to determine the student's progress. The reading labs serve as a location for specialized instruction, as well as a reading-materials resource center for teachers. The reading specialists offer demonstrations, workshops, and seminars for teachers, and provide creative reading materials such as board games, posters, audiotapes, and self-paced exercises for loan to students, teachers, and parents. The reading labs are decorated in lively and interesting fashion with unique niches and private retreats to enhance the appeal of reading. Students are evaluated on an ongoing basis using the Flowing Wells Reading Support System. In this manner of continuous monitoring, a current record of student growth in reading skills is readily at hand for the reading specialist and classroom teacher. Gates-MacGinitie standardized reading tests are administered three times per year as a means of determining normative growth.

(This project has been described in a Project Information Package.)

assurances/claims

In 1975 Gates-MacGinitie reading scores were submitted to JDRP. These data were collected during 1974-75 from students in grades 5-8 who were enrolled in Title I funded schools. Data analysis indicated that students who remained in the program for at least three months made significant gains in their reading level. From the beginning of the program, students have met or exceeded the program goal -- that at least 75% of the students gain one month in reading level for each month.

implementation requirements

This program involves the entire school system. It would be difficult for one teacher to adopt only a portion of it. The following implementation requirements are basic: (1) one highly qualified and motivated reading specialist for each 225 students; (2) a separate comfortable work area for small reading groups; (3) a reading management system; (4) active support from top-level administrators; (5) initially, at least some teachers willing to release children to attend labs and willing to work with reading specialists; (6) inservice training for administrators and reading specialists; (7) administration of evaluation forms before and after the program.

financial requirements

Costs budgeted for the 1975-76 school year based on 225 students in the program were approximately $370 per student. Most of the cost involves salaries for reading specialists. The Flowing Wells Reading Support System is being packaged for distribution and should be available early in 1978. Other materials include assessment forms for each student, and supplementary reading materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid for). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact Jan Harrell, Coordinator, Reading Dissemination; Project Catch Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Rd.; Tucson, AZ 85705. (602) 887-1100, ext. 232.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-120 Approved: 12/16/74

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PROJECT MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

descriptors

Basic Skills
Early Childhood Education
Migrant Child Education

target audience

This program is designed for migrant children, preschool through secondary, and for teacher usage -- especially for teachers, teacher aides, nurses, counselors, and administrators.

description

An educational and health system for migrant children K-12.

This computerized system has 159 teletype terminals located in 44 states which serve all 50 states, Puerto Rico, Guam, and America Samoa. Terminals submit student data on migrant children K-secondary on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the United States Office of Education. The curriculum varies according to the established needs of migrant children at their various levels. Through the MSRTS, teachers have at their disposal special program, test, special interest, health, criterion, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

Presently the computer is being programmed to provide skill-based information on all children in the areas of reading, math, oral language, and early childhood skills. This information will then become part of the total history of every child in the development of his or her profile.

assurances/claims

Evaluations are conducted by each state in order to fulfill their requirements to the United States Office of Education. Criteria used in making evaluations are solely dependent upon the states. We have found that significant gains have been reported by some states. The most important achievement has been the graduation of a large number of migrant children nationwide.

implementation requirements

Interested adopters, who have migrant children in their school plant or LEA, simply need to write their state director of migrant education in their respective state, making them aware of the migrant children in their particular school. Materials and implementation requirements can also be requested from the state director in each state. All materials then can be provided each individual state without any cost.

financial requirements

In fiscal year 1977, the MSRTS costs were approximately $3.26 per child to maintain all school and health records on a migrant child in the U.S. as he or she moved about with his or her parents in search of agricultural work. LEA's assume other costs relative to the employment of personnel in their particular district.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome (Monday through Friday, 8:00 a.m. through 4:30 p.m.). Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff pays their own costs). Project staff can attend out-of-state conferences (expenses are covered).

contact

Winford "Joe" Miller, Director; Migrant Student Record Transfer System; Arch Ford Education Building; Little Rock, AR 72201. (501) 371-2719.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 19 Approved: 4/4-5/73

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PROJECT: National Migrant Interstate Project

Demonstration site no longer in operation; information inquiries handled as time permits.

National Migrant Interstate Project
Little Rock, Arkansas
USOE JDRP Approval: 4/9/73
JDRP Number: 24

Limited inquiries can be handled; contact:

Louis Counts
Supervisor Migrant Education
Department of Education
National Migrant Interstate Project
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 271-1853

PROJECT PROJECT CATCH-UP

descriptors

Reading
Mathematics
Diagnostic Teaching

target audience

The originating site serves students in the lowest quartile in reading or math, grades K-8. Adopting sites successfully have extended the laboratory to serve students at other achievement levels and in grades K-9.

description

A diagnostic/prescriptive laboratory program in reading and/or math.

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of children who test in the lowest quartile in these areas.

Classroom and laboratory teachers work closely to (1) identify program participants, and (2) formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of diagnostic testing. They then select materials and methods to meet the child's needs from a wide variety of high-interest resources available in the laboratory. Children spend an average of one-half hour per day in the laboratory, in groups of one to three working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success, and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of easily-available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic-prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

(This project has been described in a Project Information Package.)

assurances/claims

The project utilizes pre- and posttesting (CTBS reading and math). For the past five years, the median student has consistently gained 1½ months in reading and math skills for each month in the program (data validated by RMC). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. (Annual evaluation data available.)

implementation requirements

A school district interested in adopting or adapting Project Catch-Up should be able to: (1) provide a laboratory of any size (we started in a closet, but at present have a classroom); (2) administer diagnostic tests to participating children; (3) provide professional instruction to meet diagnosed needs; (4) use high-interest materials insofar as they are available. The project can be adopted for a grade level or a school. It can offer reading instruction, math, or both.

financial requirements

Tests and Instructional Materials: $4.50-$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost $250 per laboratory; most schools already have at least one such machine. Staff: staff needs may be met with a reassignment of personnel in any school with Title I funding.

services available

An NDN-funded Developer/Demonstrator project.

Visitors welcome by appointment. Awareness materials, other sample materials, and technical assistance in securing funding are available at no charge. Staff are available for out-of-state awareness conferences (costs to be arranged). Inservice available at project site and out-of-state (costs to be arranged). A PIP (a complete three-ring binder prepared through the United States Office of Education) is available for school districts that want a step-by-step guide to adaptation.

contact

Fay Harbison; Newport-Mesa Unified School District; 1601 Sixteenth St.; Newport Beach, CA 92660. (714) 556-3300.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 34 Approved: 4/4-5/73

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PROJECT

PAL: Pupils Advancing in Learning

descriptors

Remedial Reading
Parent Participation
Self Concept

target audience

PAL is a supplementary program for students in grades 1-12 who are deficient in reading skills and have poor attitudes or low self-concept. Present emphasis is on students in grades 1-3 in the bottom quartile in reading. The program also provides management techniques for administrators and includes strong parent involvement.

description

A supplementary program using individualized instruction to improve reading skills.

The PAL project, a Title I program, has reading improvement as its primary objective. This is accomplished through individualized instruction utilizing many motivational techniques. The secondary objective, to improve attitudes toward school and self, involves use of diverse image-building activities. Management strategies provide a sound structure for the program. Techniques to gain parent involvement have been successful. A staff development plan and materials are also part of PAL.

PAL uses a wide variety of materials, equipment, methods, and activities. Every child is encouraged to advance at his/her own rate.

Because of a special demonstration contract with the National Institute of Education, PAL will focus on students in the bottom quartile in reading in grades 1-3 during the school year 1977-78, as it did in 1976-77. The program in the other grades will be operating with district funds.

assurances/claims

For each school year in the program, the average PAL student gains more than one year in reading skills (1.1 in comprehension and 1.4 in vocabulary) according to the Comprehensive Test of Basic Skills (CTBS). District-developed surveys indicate substantial improvement in attitude and self-concept.

implementation requirements

There are four sections to the PAL program, with a manual available for each: (1) Instructional Program; (2) Staff Development; (3) Program Management; (4) Parent Involvement. Each section may be adopted separately. Adopters should do their own needs assessment to determine (through reading of the manuals and discussion with project staff) if PAL will best meet their needs. A timeline for implementation can then be set up for whatever section(s) will be adopted.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. Special reading teachers are desirable. The cost of the parent involvement portion of the program ranges from zero to $2,500. A set of four manuals provides a description of the project; cost is $10 a set.

services available

No special network funding supports this project's dissemination efforts.

Four comprehensive manuals are available for purchase ($10 a set) which will provide training information. Visitation to the Developer/Demonstrator site or to the adopting site is on a extremely limited basis with advance planning mandated. Anyone considering the adoption of PAL should contact the project before grants are written up for adoption funding, etc.

contact

Carolyn Tennant, Special Programs Consultant; Adams County School District No. 12; 10290 North Huron St.; Denver, CO 80221. (303) 451-8889.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 33 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT PERSONALIZED INSTRUCTION: A Classroom Team Approach (formerly Classroom Team Approach Project)

descriptors

Reading Skills
Cross Age Teaching
Regular Class Placement

target audience

Pupils in grades 1-6 scoring in lowest quartile in reading achievement.

description

A classroom team approach.

The Personalized Instruction/Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language-arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading.

Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement, and are cross-age grouped in regular classrooms with 24 Title I pupils served in each 60-80 minute language-arts period. Each classroom is divided into three or four sub-groups of six to eight pupils; during the period, each sub-group receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications.) In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

The program presently serves 566 pupils in seven elementary schools, grades 1-6. The Title I Staff (22.59 fte) consists of 10 language-arts specialists, nine teacher's aides, one part-time substitute teacher, one part-time parent-contact aide, one part-time library aide, one secretary, and one coordinator.

assurances/claims

The Metropolitan Reading Achievement Tests, administered to all students in grades 1-6 in September 1976 and May 1977, show that 70% of all participating students made one month's gain for every month of instruction. Another 6% either came close to meeting this objective, or made adequate gains; 93% met the quality of performance in writing appropriate to their age and grade level.

implementation requirements

The average staff requirement for each school is one language-arts teacher and one instructional aide. Staff training in setting up and organizing the model is recommended. The program is conducted in the regular classroom; no special facilities are required. Since cross-age teaching takes place, a unit of two grade-levels is the smallest that can be implemented.

financial requirements

Per-pupil cost for the total program is $418 for 1977-78. A basic program requires salaries for one teacher and one instructional aide; additional materials and equipment may be employed to reinforce or enhance the basic program.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff may be able to attend out-of-state awareness conferences (costs to be negotiated). Training can be conducted at the project site; no training is conducted out of state.

contact Lillian Cannon, Director, or Sally Jo Case, Coordinator; 4476 W. 68th Ave.; Westminster, CO 80030. (303) 428-3511.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-122 Approved: 12/16/74

Compiled Winter 1977

PROJECT

IRIT: Intensive Reading Instructional Terms

descriptors

Individualized Instruction
Diagnostic Teaching
Team Teaching

target audience

Pupils in grades 3-4 who are deficient in the basic skills of reading and language. Pupils receive this intensive instruction three hours daily for one 10-week cycle. IRIT was originally approved by JDPR as a grade 3-4 program. However, the program has been used with grades 5-6 with excellent success.

description

A laboratory project for third- and fourth-grade students with difficulty in reading.

IRIT features a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are high-intensity and team teaching directed toward reading disabilities. Forty-five students per team of teachers are selected for each of the three 10-week cycles. The teachers have classes of approximately 15 pupils each and all pupils see each teacher daily. The program design includes three areas of concentration: (1) decoding, (2) individualized reading, and (3) vocabulary and comprehension. Students move from one area to the next at approximately one-hour intervals and spend the entire morning in these language arts areas. Pupils return to their sending schools in the afternoon for instruction in other basic subjects. A balanced approach to reading is provided through the three areas of instruction. The instructional design provides this content: (1) the individualized reading area provides a wide variety of reading materials and offers assignments to enrich the student's background, promote written and oral language skills, and instill pleasure in reading; (2) the vocabulary and comprehension area puts emphasis on the various sub-skills of comprehension (meaningful experiences are provided in order to promote concept development); (3) decoding, the core subject, uses an individualized approach to assist the student in his/her ability to attack new words. The specific skills-needs in phonics are taught so as to develop independent methods of word analysis. The three areas are coordinated and reinforce and supplement each other, providing a balanced reading program.

The IRIT teachers work with students for the entire morning and then spend the afternoons: (1) preparing the individualized lessons, collaborating on the skills of each student, and updating the records for each of the 45 students; (2) developing new instructions materials based on student needs; (3) meeting with teachers and parents from the sending schools; (4) participating in professional development and training sessions; and (5) providing inservice sessions for other classroom teachers. This program design prepares teachers who are very skilled in reading instruction. In addition, each IRIT Center has a team leader who is a certified reading specialist.

(This project has been described in a Project Information Package.)

assurances/claims

The California Achievement Test (pre- and posttest) and the Botel Phonics Inventory are some of the tests used for evaluation. These tests are administered at the beginning and at the end of each cycle. Mean total reading scores for 1974-75 were raised from 2.6 to 3.7, a gain of one year and one month in 10 weeks. Additional test results from other years are available.

implementation requirements

One reading specialist, the team leader, and two other teachers who have strengths in the teaching of reading. One IRIT Center requires three separate classrooms and office space for a part-time secretary and a part-time project director. Staff will need training in diagnosis and in the evaluation of test results. A school system might want to begin with one center, but a project director can easily supervise an additional center.

financial requirements

Budget for one IRIT team is $59,072, serving 135 pupils in one year (approximately $400 per pupil). Start-up costs average an additional $25-$50 per pupil, depending on the specific equipment ordered.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted on-site and out-of-state at no cost to the adopter, paid for by the Dissemination/Diffusion Grant. Project staff is available on a limited basis to assist with training at the adopter site, also at no cost.

contact

M. Beatrice Wood, Coordinator of Reading and Communication Arts; 249 High St.; Hartford, CT 06103. (203) 566-6036.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-11 Approved: 2/20/74

Compiled Winter 1977

PROJECT FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

descriptors

Migrant Child Education
Language Arts
Occupational Choice

target audience

Migrant and nonmigrant students beginning at age 2.9, and migrant students 14-17 years of age.

description

A diversified program for migratory students.

In addition to its Language Arts program, this project offers an Early Childhood Learning program, incorporating learning laboratories that provide a rich variety of materials and equipment designed to meet the needs and interests of each child. The program emphasizes physical and dental examinations, nutrition, language development, social and personal development, and physical development.

Another program, Learn and Earn, is designed to help migrant students who are potential dropouts to develop skills for job placement. The program has three stages: (1) exposure to a variety of occupational experiences; (2) on-the-job training; and (3) job placement. Training experiences also help students to develop positive attitudes toward themselves, their peers, school, work, and the world at large.

assurances/claims

Migrant students averaging three years in preshcool averaged 48 on the MRR. Nonmigrant students with one year of public kindergarten averaged 46 on the MRR. Migrant students in the tutorial program demonstrated a mean gain of one and one-half months for every 20 hours of instruction in overall reading achievement.

implementation requirements

Implementation is by district. Training is required in varying degrees. (Summer workshops are available.) Some special facilities may be necessary (for instance, mobile homes converted into classrooms).

financial requirements

Early Childhood -- $879 per student. Learn and Earn -- $675 per student. Tutorial (supplemental) -- $1,200 per full-time student and an additional $236 per student for migrant education. A wide variety of materials is used, including audiovisual equipment.

services available

This project is participating in the NDN with Migrant funding.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site usually need pay only own costs). Training is conducted out-of-state for state or district migrant programs (exemplary project staff costs must be partially subsidized.) Project staff can attend out-of-state conferences (expenses are covered). A booklet listing objectives and skills for three-, four-, and five-year-old migrant students is free to migrant programs; otherwise, $1.98.

contact

James A. Moore; Migrant Education Program; Florida Department of Education; Knott Building; Tallahassee, FL 32304. (940) 488-5470.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 21 Approved: 4/9/73

Compiled Winter 1977

PROJECT TITLE I READING CENTER PROGRAM

descriptors

Diagnostic Teaching
Diagnostic Tests
Remedial Reading

target audience

Students of all abilities, grades 1-6.

description

An individualized diagnostic-prescriptive remedial reading program.

The project identifies pupils with reading disabilities in grades 1-6, and provides an individualized diagnostic-prescriptive remedial reading program.

Project goals are: to remediate disabled readers through an individualized prescriptive approach, based upon the results of each student's diagnosis; to provide training in setting up and managing a remedial reading laboratory; to train teachers in specialized diagnostic and remedial techniques.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

Extensive evaluation has been conducted since 1967-68. Numerous studies have validated the success of the program with Title I children from low- and middle-income urban communities. Various standardized tests, such as the CTBS, the Gates-MacGinitie Reading Tests, and the Metropolitan Achievement Test have been used to measure reading achievement.

implementation requirements

(1) Purchase materials and set up Reading Lab to accommodate pull-out program. (2) Designate one or two teachers and one aide per Reading Lab. (3) Purchase Title I Reading Center Inservice Training Manual and Title I Reading Center Audio-Filmstrip Program (entitled "Reading Center Program--Overview"). (4) Schedule on-site inservice training.

financial requirements

Staffing: two teachers, one aide. Materials (total cost $234.62): Diagnostic Teaching, $19.80; student tests and prescriptions, $17.24; workbooks (from 10 publishers), $158.08; training manual, $3.50; filmstrips and audio, $36.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials and sample pages from the Teachers' Guidebooks are available upon request at no cost. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). Visitations to the Reading Center are welcome from September through May, 8:00 a.m. through 4:00 p.m. On-site inservice training is available (costs to be arranged).

contact

Louise Sears; Title I Reading Center; 701 Northwest 31 Ave.; Fort Lauderdale, FL 33311. (305) 581-6410.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-89 Approved: 8/21/74

Compiled Winter 1977

PROJECT READING/ENGLISH ROTATION PROJECT

descriptors

Remedial Reading
Basic Skills
Communication Skills

target audience

Grades 6-9.

description

A rotating classroom approach to teaching reading skills to students, grades 6-9.

To take into account the characteristics of the students and to meet the various individual needs identified, an organizational pattern was designed. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading.

assurances/claims

The mean gain for the 104 participants during FY 1972 was 1.3 years. The average achievement prior to the project was 2.65 years in six years of schooling. Over a period of seven years participants have averaged one month's growth in reading per month of instruction as measured by standardized achievement tests.

implementation requirements

Two state-paid teachers, one lead reading teacher (Title I), four paraprofessionals (Title I). This staffing equals one rotation and/or 60 students, which would equal three classrooms.

financial requirements

$4-$5 per student, excluding personnel.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (October-April) by appointment. Three regularly scheduled training programs are conducted at project site. Limited training is conducted out-of-state. Staff can attend out-of-state conferences.

contact Marcelyn Hobbs, Program Director; Reading/English Rotation Project; Norris School; McDuffie County Schools; Thomson, GA 30824. (404) 595-3527.

Developmental Funding: USOE ESEA Title I USOE JDRP No.: 35 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT READING LABORATORIES

descriptors

Individualized Instruction
Cost Effectiveness
Reading Skills

target audience

Children ages 6-18.

description

A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

The laboratories have been developed for high concentration on the improvement of basic reading skills. A reading laboratory staffed by one special reading teacher and a paraprofessional accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors, or developed by both consultants and project teachers.

Emphasis is placed upon inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory services and support.

assurances/claims

Data collected for 1976-77 showed the following average gains over an eight-month period: Slosson Oral Reading Test, 1.25 years average gain; Gray Oral Test, 1.28 years average gain; California Reading Achievement Test, 1.17 years average gain. The individualized laboratory approach also appeared to minimize student negative behavior through individual and positive reinforcement.

implementation requirements

An extra reading teacher and paraprofessional are required to serve up to 120 students. A classroom facility for use as a laboratory is needed. Normal furnishings (tables and chairs that can be arranged in a flexible manner) are suitable. A filing cabinet for student record folders is needed. It is desirable to have an audio-active card reader and three to four casette player-recorders. Start-up training takes eight hours; continuing training takes two hours per month at a minimum (preferably six to eight hours).

financial requirements

Reading expenditures averaged approximately $221 per student. This includes all administrative and backup support services. (Project staff noted that past experience and thrust in the reading area provided for easier organization and utilization of previous projects' materials, equipment, and staff.)

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (coverage of expenses will depend on situation).

contact

Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470; Albany, GA 31702. (912) 436-6544.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-107 Approved: 10/18/74

Compiled Winter 1977

PROJECT READING PROJECT

descriptors

Reading
Parent Participation
Motivation Techniques

target audience

Students, grades 3-6

description

A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.

The project employs systematic behavioral reinforcement; academic and non-academic accomplishments are reinforced through peer recognition, adult approval, and primary reinforcers linked with a token reward-feedback system. Points and smile stickers are earned for attendance and good work. Small prizes can be obtained by reading books. Membership in special "clubs" is open to pupils who reach specific achievement criteria, and children with a designated amount of earned points are invited to participate in high-strenth activities such as popcorn parties. Parental involvement is a strong component of the program.

assurances/claims

The program met, surpassed, and almost doubled the objective criterion of 0.1 grade-level gain per month in reading skills. The children more than doubled their baseline learning rates while participating in the project.

implementation requirements

Contact project directly for information.

financial requirements

Cost per pupil will vary according to personnel costs.

Among the materials most commonly used for instruction were reading tests from Science Research Associates, Conquests in Reading, and various teacher-made response materials.

services available

No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact

Edward Forsythe, Principal; Reading Project; Keaukaka School; 240 Desha Ave.; Hilo, HA 96720.
(808) 935-1969.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-108 Approved: 10/18/74

Compiled Winter 1977

PROJECT CHILD-PARENT CENTERS ACTIVITY (CPC)

descriptors

Intervention
Parent Participation
Language Arts

target audience

Educationally deprived pupils from low-income families, preschool and kindergarten. Parents are also included in program. The activity is easily adapted/adopted for any audience. The original validation of the CPC activity included Levels 1, 2, and 3. These three levels are currently not included in the activity.

description

An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

Located in 24 specially designed facilities, the Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for kindergarten and preschool children. Supplementary and supportive services are provided by school nurses, licensed practical nurses, social workers, speech therapists, counselors, and curriculum specialists.

This activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

Data obtained from the Metropolitan Reading Readiness Test administered at the end of kindergarten indicated that 82% of the children were ready to read as compared with 69% of the average population. Currently data are collected from the CTBS Level A Test.

implementation requirements

Smallest unit is a preschool-kindergarten classroom enrolling 40 children and a parent room. Parent room should include stove or hotplate, refrigerator, sewing machine work area, and study area. Staffing, two teachers. The parent-resource teacher may be part-time if only one classroom is used. The parent program may be adapted/adopted in conjunction with the adopting district's existing programs.

financial requirements

Instructional materials, $100/child; materials for parent component, approximately $2,300.

services available

This project is a Title IV-C-funded diffusion project in the Illinois Diffusion Network. No other special network funding supports this project's dissemination efforts.

Services available through this funding will be given on request. Awareness materials are available. Visitors are welcome by appointment. Training is available at the project site. Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact

Velma Thomas, Director or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; Room 1150; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4585 or 4590.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-31 Approved: 4/29/74

Compiled Winter 1977

PROJECT

PROJECT CONQUEST

descriptors

Individualized Instruction
Diagnostic Teaching
Reading Clinics

target audience

Originally approved as a reading program for grades 1-6, this program now operates as a first grade (repeaters) through ninth grade program for students below grade level but potentially able.

description

A highly individualized diagnostic and prescriptive reading program.

Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, 4½ days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

(This project has been described in a Project Information Package.)

assurances/claims

Conquest students and comparison groups were pretested and posttested in fall and spring on the Gates-MacGinitie (grade 1 repeaters only through grade 3) and CAT (grades 4-6). The test results indicated that Conquest students scored higher on these tests than comparison groups. Financial and evaluation data were collected in 1973-76.

implementation requirements

Materials used: Programmed materials, phonovisual charts and words, books, kits, audiovisual materials, games, supplemental nonprogrammed materials, teaching machines (commercial), commercial materials and teacher-made materials, including Conquest Instructional Survival Kit (CISK).

financial requirements

Total estimated costs are $450 per pupil after start-up. Initial cost for equipping one reading-room/clinic is approximately $6,000.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (October through April). Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state. Project staff can attend out-of-state conferences (expenses must be paid).

contact

Bettye P. Spann, Director; Project Conquest; Board of Education; 1005 State St.; East St. Louis, IL 62201. (618) 875-8800, ext. 149 or 166.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-12 Approved: 2/20/74

Compiled Winter 1977

PROJECT EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (FOR SPANISH AND ENGLISH-SPEAKING CHILDREN)

descriptors

Early Childhood Education
Migrant Education
Intervention

target audience

Screening and curriculum planning program appropriate for migrant children in regular or short term programs. Teacher and parent training program included.

description

A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could adversely affect later school performance.

The Early Prevention of School Failure Migrant Program is a nationally validated program adapted for migrant children which provides the necessary screening assessment to determine the child's strengths and needs in developmental skill competencies. A follow-up education program is provided for teachers and parents to help those children identified with developmental lags to achieve the necessary developmental skills to prepare for formal reading and writing. The Early Prevention of School Failure Migrant Program was adapted for migrant children during the summer of 1974 by 10 migrant sites in the states of Illinois, Ohio, and Michigan, and 18 in Minnesota.

The directors of the summer migrant program selected the Early Prevention of School Failure nationally validated program during the spring of 1974 to assess the developmental level of children, ages four and five, entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. The migrant child often is introduced to many formal aspects of reading and writing at the age of six which may be considerably out of harmony with the child's development timetable.

The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Work in these areas provides valuable training for subsequent reading and writing experiences.

Literacy for America's Spanish-Speaking Children, written by Dr. Eleanor Thonis, and The Young Child Who Speaks Spanish, written by Dr. Doris Ching, provide studies stressing the importance of children developing many skills prior to successfully learning to read and write. The authors cite studies that support the program goals of the Early Prevention of School Failure Migrant Program. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

assurances/claims

The achievement gains (for Spanish dominant, English dominant, and bilingual students ages 4-6) as measured by three standardized instruments were statistically significant at or beyond the .05 level of significance using a one-tailed test of significance. Teacher and parent attitudes concerning the program were assessed and found extremely positive.

implementation requirements

Training and follow-up services include an initial two-day training workshop and a one-day follow-up consultant service. Local adopter district commitment includes a team composed of a principal, a classroom teacher, an aide and/or volunteer, and a special service staff member. No special facilities are required.

financial requirements

Staff training, $10 per child; Consumable materials, $10 per child;
Subsequent costs: consumable materials, $5 per child.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (visits are scheduled monthly). Awareness sessions will be conducted. Training conducted at Illinois site or adopter site. Follow-up services available.

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 77-116 Approved: 4/19/77

Compiled Winter 1977

PROJECT

PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I

descriptors

Communication Skills
Diagnostic Teaching
Early Childhood Education

target audience

Four-year-old children who live in Title I target school attendance areas.

description

A program designed to provide individually-prescribed educational activities for disadvantaged children, age four.

The basic purpose of this project is to diagnose the needs of each child and provide individually-prescribed activities to meet those needs. The major thrust of the program is the instructional component, supported by parental involvement and health education.

Upon each child's admission to the Early Childhood Program, records of test results are analyzed to provide data concerning the area of auditory and visual reception, gross and fine motor skills, visual motor integration, and expressive and receptive communication. Using this profile of strengths and weaknesses, the teacher establishes instructional objectives for each child.

Teachers keep individual logs that detail progress through the sequence of objectives developed for each child, as well as activities designed to accomplish those objectives. Children with suspected deficiencies in speech and language beyond the scope of planned classroom experiences are referred to the Early Childhood Speech Pathologist for intensive therapy.

Total-group experiences, such as cooking, storytime, and field trips, provide opportunities for development of socialization skills and expansion of each child's understanding of the world in which she/he lives. Daily activities, conducted in a warm, accepting environment, are directed toward the development of the whole child -- her/his mental, social, physical, and educational growth.

assurances/claims

PREDICT-I children showed statistically (.05) significant growth in the following areas when compared with a control group: (1) cognitive ability as measured by the Slosson Intelligence Test for Children and Adults; (2) concept formation as measured by the Boehm Test of Basic Concepts; (3) language usage as measured by the Grammatic Closure Subtest of the ITPA.

implementation requirements

Different adopter plans are possible, but the program's evaluation would be based on those components of the program actually implemented. Minimum-time requirements for adoption would include one-day project-site orientation session, one-day adopter-site follow-up inservice, and one-day adopter-site program evaluation. Project staff expenses will be paid for by the project. Adopters would schedule the time, place, and participants -- teacher(s), aide(s), special resource persons. Special arrangements might be made to inservice units as small as a single center.

financial requirements

Start-up cost for instructional supplies and equipment: $1,000/center (32 pupils). Maintenance cost for instructional supplies and equipment: $300/center.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visits to the centers can be scheduled for any Thursday. Orientation sessions will be conducted at the project site December 9 and February 17. Follow-up training sessions at the adopter sites can be scheduled (exemplary project staff expenses will be paid by the project).

contact

Marion Hazelton; Cedar Rapids Community Schools; 346 Second Ave. SW; Cedar Rapids, IA 52404. (319) 398-2111/2417.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 76-101 Approved: 10/18/76

Compiled Wi... 1977

PROJECT TITLE ONE CORRECTIVE READING PROGRAM (TOCR)

descriptors

Diagnostic Teaching
Parent Participation
Individualized Instruction

target audience

Referrals by classroom teachers from grades 2-6; eligibility based on attendance in Title I target schools and educational need (below 50% rank on Metropolitan Achievement Test or 30% rank on Iowa Tests of Basic Skills).

description

A referral corrective reading program for grades 2-6.

Wichita's Corrective Reading Program is a large-scale remedial program operating in 30 Title I target elementary public schools and in seven parochial schools. Instruction is diagnostic, individualized within ad hoc small groups of four to eight pupils, and correlated with the classroom reading program. This correlation is achieved through use of the Wichita Management System for Reading (including behavioral objectives and criterion tests).

The goals of the program are improvements of reading instructional level, vocabulary, comprehension, and pupil self-image. The six phases of the program are identification, screening, scheduling, diagnosis, instruction, and evaluation, as delineated in the handbook Team Approach to Reading Success. (The handbook for the program, as well as the Project Performance Objectives, are integral parts of the program; they describe the roles of the different team members and suggest timetables for testing, remediation, and retesting.) Eighteen schools use an eclectic approach with multi-level multi-media materials. Twelve schools use a systems approach employing Listen Look and Learn (Educational Development Laboratories), Hoffman, Psychotechnics or Random House High Intensity Learning.

Instructors are specialized teachers certified for reading, who have the dual responsibility of instruction and service to the building staff as resource persons. Teachers are provided with instructional aides when caseloads exceed 50 pupils.

Parents are used as aides in the program to tutor students individually or in small groups. This is done through a Title I Parent Education Aide Program. The reading teachers are involved in parent workshops on reading skills and games.

assurances/claims

The program has been evaluated annually for the 10 years of its existence by the Research Division of the Wichita Public schools, using a comparison of pre- and posttest scores on the California Achievement Test. The goal is a gain of 1.0 in grade equivalent for each year's instruction. The mean gain for the year 1976-77 was 1.4.

implementation requirements

Adopters may implement the program either in a school or at the district level. The key to a successful adoption is the employment of certified reading teachers who have the training and expertise necessary both to teach corrective reading diagnostically and to serve as resource persons for a building staff. A small classroom will serve as a reading laboratory. It needs to be large enough for the storing of materials and the instruction of small groups of four to eight students. The choice of materials will be dictated by the needs of pupils and should be left to the discretion of the reading teacher.

financial requirements

Start-up costs run approximately $400 per pupil based on a caseload of 50 pupils. This includes the cost of hiring one special reading teacher and purchase of a wide variety of commercially-available materials and equipment. Material- and equipment-maintenance costs in 1976-77 averaged $7.50 per pupil.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). The demonstrator site provides orientation training to adopter administrators and special reading teachers; workshops can be arranged either in Wichita or at the adoption site (costs to be arranged).

contact

James G. Howell, Director of Reading; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7871.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 28 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT

PROJECT UNDERSTAND: Arlington's Title I Program (formerly Arlington's Title I Program)

descriptors

Reading
Language
Mathematics

target audience

K-6 students scoring at, or below, the fortieth percentile in reading, language arts, or math, for whom a supplementary learning experience best meets their academic needs.

description

A program to help strengthen reading, language, and math skills in children grades K-6 who need a supplementary learning experience.

A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-6 grade children scoring below the fortieth percentile in the Comprehensive Test of Basic Skills (CTBS) whose needs require a supplementary learning experience beyond that which regular school programs provide. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require, but the majority of students are seen in small groups (up to five) to encourage collaborative learning and interaction.

Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from the students' strengths rather than their weaknesses. Centers appear informal and are run on a workshop basis whereby individual progress and small-group activity can flourish simultaneously. Staff are allowed the greatest latitude in the decision-making process, not only in writing the project, but also in ordering instructional materials according to the individualized needs of their students and respective schools. A two-week planning and brain-storming session precedes each regular school-year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early.

This program works to increase parental involvement, thus fostering collaboration and understanding between school and home life. The district-wide Parent Advisory Council has received training in organizational-development and communications skills which resulted in the development of an Action Plan for the implementation of Parent Advisory Councils at each school. These local Parent Advisory Councils now meet on a monthly basis with the Title I staff and are actively involved in their childrens' learning process. A strong parent-involvement foundation has been laid and built upon by a part-time parent coordinator.

assurances/claims

The Comprehensive Test of Basic Skills in Reading, Language Arts and Math is used as a screening instrument to identify eligible students. The CTBS is also used on a pre/post basis and indicated in 1976-77 that Title I students in Reading and Language Arts showed an average gain rate of 1.4 months for each month of instruction.

implementation requirements

Additional staff to supplement the regular classroom teacher would be needed. Because of the heavy involvement of this staff with parents, inservice training, planning and implementing the project, meeting with each Title I student for supplementary service of 150 minutes per week, and active participation in the decision-making process, a reasonable teacher-pupil ratio for full-time teachers is 1:29, and for part-time teachers, 1:14. The amount of $500-$1,000 for inservice training in group dynamics for both parents and staff would also be desirable.

financial requirements

Costs for salary would vary according to local salary schedules and be dependent upon the number of students to be serviced. Provision should also be made for an administrator to coordinate total efforts and for a part-time parent coordinator, as well as a secretary. Commercially available materials already found in most classrooms are used, but a wide variety of teacher-made materials is also utilized.

services available

No special network funding supports this project's dissemination efforts.

Visitors are welcome by appointment, but awareness materials generally are not available. Project staff can attend out-of-state conferences if expenses are fully subsidized.

contact

Don Torres, Title I Director; Crosby School; 34 Winter St.; Arlington, MA 02174.
(617) 646-1000, ext. 182.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-121 Approved: 12/16/74

Compiled Winter 1977

PROJECT A CHANCE FOR EVERY CHILD

descriptors

Diagnostic Teaching
Regular Class Placement
Staff Improvement

target audience

Originally approved by JDRP for low-achieving students and their teachers in grades 1-6; program is also effective with students of average or above-average abilities.

description

A diagnostic/prescriptive program for low-achievers carried out within the regular classroom, monitored by consultants.

Project A Chance For Every Child involves a team approach to solving the problems of low-achieving students within the confines of the regular classroom. Reading specialists work with classroom teachers and principles in the selection and development of a sequential program for selected students.

The project's unique success cycle is due to the following eight factors: (1) classroom teacher retains instructional responsibility; (2) classroom teacher-consultant dialogue is continual; (3) teacher skills, managerial and instructional, are upgraded; (4) student is provided with instruction at his/her individual level; (5) high-interest materials and student recognition are effective motivators; (6) teacher and student attitudes change gradually; (7) high morale is maintained for teachers and students; and (8) achievement, self-confidence, and motivation continue to grow.

assurances/claims

Student population is low-achieving, low-income, and urban fringe. Alternate forms of the Gates-MacGinite Reading Test used for pre- and posttesting. During the last three years, 52% of students made gains of 1.6 or greater; 76% made at least one year's gain.

implementation requirements

Key personnel visit the demonstration site. Formal approval for adoption and statement of assistance signed by the superintendent and Board of Education. Potential adopter provides numerical evidence that need for project exists, evidence of human resources capable of carrying out project, and evidence of financial ability to implement the project and continue it for a minimum of two years. Smallest unit possible is one school. It is essential to have one reading consultant for each ten to twelve teachers, who will monitor approximately eighty students.

financial requirements

Initial costs for materials and equipment vary from $2,000 to $3,000 per building. Pre- and posttesting average approximately 60¢ per child. The largest single item in the budget is personnel. Minimal cost per building for project materials would be $150.

services available

A Michigan Department of Education Demonstration Project. No other special network funding supports this project's dissemination efforts.

Awareness materials available at no charge. Visitors welcome by appointment. Awareness sessions provided by project at no cost in Michigan. Outside Michigan, costs are responsibility of host group. Training sessions at demonstration site and/or adoption site, management manuals and consultant manuals, and follow-up consultant service available (costs to be arranged).

contact

Kathryne D. Sowinski, Director, Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600 ext. 316.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 76-89 Approved: 7/1/76

Compiled Winter 1977

PROJECT DISCOVERY THROUGH READING

descriptors

Basic Skills
Beginning Reading
Diagnostic Teaching

target audience

Low-achieving students in reading, grades 2-3. Originally approved by the JDRP for grades 2-3. (Limited grade span was due to available funding.) This program now operates as a 1-6 program at another site.

description

A remedial-reading program for under-achievers in elementary grades utilizing a modified tutorial, highly-structured approach.

Discovery Through Reading is an instructional program in reading that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location other than the regular classroom. Each full-time Discovery teachers' case load is no more than 30 students. A key organizational feature of instruction is the "task sheet" which lists six specific activities to be completed by a student during each session. The task sheet acts as an agenda for each session's work and helps to structure teachers as they decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a non-threatening environment. First, a student competes only with himself/herself. Second, performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and goals achieved.

(This project has been described in a Project Information Package.)

assurances/claims

Students have been pre- and posttested with the Botel Word Inventory and the Stanford Reading Test (appropriate levels) each year since 1970. Evaluation results indicate 85-95% of students make a year's gain (or better) annually in the program. Target schools are identified on the basis of low-income. Students selected must be reading at least one year below grade level.

implementation requirements

Several alternatives are available for adoption by LEAs (local education agencies): (1) PIP (Project Information Package) alone; (2) training at adopter site by Project Director, with/without PIP; (3) training of a trainer at demonstration site with PIP. Program can be adopted by a single school 2-6, a single grade level within a school, or all elementary schools within district (selected grade levels).

financial requirements

Program Materials: A wide variety of commercially-available materials is used. We specifically require the use of five principal ones. Cost of these consumables is $20 per student spread over the year. Staffing: Certified teachers with no previous special training in reading are used at the original site. Paraprofessionals have been trained to conduct the program at other sites.

services available

An NDN-funded Developer/Demonstrator project. This project is also a funded Demonstration Center for the Michigan Adoption Program.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff can attend out-of-state awareness conferences (costs to be arranged). Training is conducted at project or adopter site. This project has a PIP package that is available to be used for adoptions; implementation may be with PIP alone or with Project Director training staff personally.

contact

Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-112 Approved: 10/23/74

Compiled Winter 1977

PROJECT

HIT: High Intensity Tutoring

descriptors

Cross Age Teaching
Remedial Instruction
Motivation Techniques

target audience

Grades 6-8. Teachers recruit tutors from grades 7 and 8 to work with sixth grade tutees. Teachers assign tutor-tutee pairs so that the tutor is approximately two years ahead of a tutee in reading and math skills.

description

An individualized instruction program for sixth, seventh, and eighth grade students identified as deficient in basic grade-level reading and/or mathematics skills.

The High Intensity Tutoring (HIT) Centers provide an individualized instruction program designed (in the reading center) to develop vocabulary and comprehension skills and (in the math center) to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth, seventh, and eighth grade students identified as deficient in reading and/or mathematics, are selected for HIT participation on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques developed primarily from principles of programmed instruction. "Tutors" from grades 7 and 8 assist sixth grade "tutees" in developing grade-level skills and reinforce correct performance. This interaction also helps the "tutors" up-grade their own skills.

Tutees in the program during sixth grade are given priority selection as tutors in seventh and eighth grade when skill deficiencies in those tutees still exist. This highlights the importance of reciprocity in the teaching-learning relationship, despite the small differences in ability between tutors and tutees. The two basic HIT Center components are the instructional system and the motivational system. The primary features of the instructional program are: (1) daily calculation of the percentage of correct responses for each tutee and (2) use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a "bank book" and are redeemed for tangible rewards. Tutors receive points and rewards on the basis of attendance.

(This project has been described in a Project Information Package.)

assurances/claims

Evaluation data show that gains in math and reading exceeded expected gains for nonparticipants, and moved participants closer to national norm. Gains ranged from 1.2 to 3.7 months per each month in the program for both tutees and tutors on the WRAT (Wide Range Achievement Test).

implementation requirements

Staffing: Each center is staffed by one certified teacher and two paraprofessionals. Two of the best-respected teachers already in each school are chosen by the principal and project director. Aides should be high-potential people because they do work similar to that of teachers. Tutors must be two grade-equivalent years ahead of tutees. Facilities/Installation: Center classrooms should be located near where students attend regular classes. Approximately 10 pairs of student desks are needed. The room should have areas for display materials. Bookcases, material shelves, teacher's desk, and file cabinets are needed.

financial requirements

Yearly operating budget for a reading center is approximately $26,000, or $200 per pupil considering tutees only. If tutors are also considered (they benefit from program), per pupil costs are cut approximately in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil for tutees. Operational costs are approximately 85% personnel-related. Start-up costs are approximately $5,000 per center.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (October 15 through May 1). Training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Mable Kenyon, Director; School Board of Highland Park; 20 Bartlett; Highland Park, MI 48023. (313) 956-0160.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-9 Approved: 1/8/74

Compiled Winter 1977

PROJECT NOMAD: Needs and Objectives for Migrant Advancement and Development

descriptors

Diagnostic Teaching
Migrant Child Education
Career Choice

target audience

School Year Program: Students of all abilities in grades K-12. Summer Program: Students ages 2.5-17; young adults up to age 21 if they have not received a high school diploma. Family Unit: Total family, all ages, all abilities.

description

A School Year Tutorial Program, a Summer Education Program, and a Family Unit Program designed to meet the special needs of migrant students through individualized instruction.

The tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are an integral part of the curriculum. The teacher's role also includes counseling students in the following areas: social behavior; adjusting to new school situations and teachers; attendance; completion of school; and advantages of education. Teachers also serve as a liaison between the home and school.

The summer program is 6-8 weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, and reading, math, language arts, science, and social studies. Students 10 and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and agricultural science. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for entering school. Children are assessed individually and assigned developmental skills. Emphasis is on social, motor, and oral language development. Classrooms are staffed with a teacher and an aide, one of whom is bilingual; preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities are planned based on needs of participants. These include basic education, recreational program, and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses, and a Sunday Fiesta Celebration.

The Family Unit component is an evening program to encourage total family involvement. Its curriculum includes instruction in basic skills, home economics, and training parents in preschool education. Instruction is held in a van located at the migrant camps.

assurances/claims

All migrant students are pre- and posttested individually using Gates-MacGinitie Reading Tests and Metropolitan Achievement Test, math section. The latest test data (1976-77) show that students gained an average of 1.6 months per month of instruction in reading and 1.8 months per month of instruction in math.

implementation requirements

Elementary and secondary teachers are needed who are genuinely concerned with educating a disadvantaged and culturally different group. Others needed are aides, recruiters who are representative of the group to be served, administrators, and curriculum and evaluation personnel who will accept the challenge. Further requirements include sensitivity training on needs of migrant students and training in diagnosing needs and prescribing activities. Space is needed for individual or small-group instruction.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. Cost for staff depends on the local school district's salary schedule. The number of staff needed depends on the number of eligible students.

services available

This project is participating in the NDN with Migrant funding.

Awareness materials are available. Visitors welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 21a Approved: 4/9/73

Compiled Winter 1977

PROJECT BASIC SKILLS IN READING (BASK)

descriptors

Basic Skills
Performance Based Education
Diagnostic Teaching

target audience

Readers scoring below the fortieth percentile on Gates-MacGinitie Survey, grades 1-6.

description

An exemplary project intended to provide special instruction in the basic skills necessary for reading success.

BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills throughout the elementary/middle school years. Target pupils are remedial, but the format can be applied to all levels (revised objectives are available). Its principles and many of its materials and techniques can also be used to advantage for under-par junior and senior high pupils. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily in the child's familiar classroom setting. Frequent diagnosis and flexible prescriptive teaching insure pupils' experience of success. Pupils evidencing possible learning disabilities are referred for testing and programming, if needed. Computerized information retrieval is used for diagnosis, prescription, and record keeping; the computer also processes progress reports for parents and school staff. The project is designed also for manual record keeping and data processing.

assurances/claims

For fiscal year 1974, the program anticipated that 65% of students served would make gains of one month per month; 84% actually did so. In 1975 and 1976, 80.6% and 80.7% (respectively) reached that goal.

implementation requirements

(1) Adopter district's firm commitment to the use of BASK.
(2) Assurance that the necessary training will be provided and supportive staff assigned to concentrate on the project.

financial requirements

Approximately 65% of materials used can be made from materials available at the BASK Resource Center. Commercially available materials make up the remainder. Projected cost per pupil in 1978, $401.20.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training (a workshop of from three to five days' duration) is conducted at the project site (adopter must cover all costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state awareness conferences (expenses must be paid). Adaption assistance, follow-up visits, and telephone consultation services are available.

contact

Marjorie H. Benz, Title I Coordinator; Manchester Public Schools; 88 Lowell St., Manchester, NH 03104. (603) 668-8882.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 75-68 Approved: 9/11/75

Compiled Winter 1977

PROJECT CRITERION READING INSTRUCTION PROJECT (CRIP)

descriptors

Language Development
Reading
Individualized Instruction

target audience Grades pre-K through 3.

description *An individualized language arts readiness program.*

Specific program performance objectives have been set up in nine broad skill areas, and all teaching is based upon needs assessment. Areas of assessment include large and small motor skills, handwriting skills, listening-comprehension skills, auditory discrimination skills, oral vocabulary, visual comprehension, and visual discrimination skills.

Children go to a specially equipped room where instruction is geared to their demonstrated needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work in small groups or independently.

Pre-kindergarten and kindergarten children in the public schools meet for 2½ hours in either a morning or afternoon session, five days per week. Children in the kindergarten program in the parochial schools and first, second, and third grade students in all schools are scheduled for a minimum of one half-hour per day, five days per week. Teacher aides are helpful for duplicating materials, maintaining the classroom inventory of equipment and instructional supplies, and recording test scores.

assurances/claims Students pre-kindergarten through grade three assessed for levels of functioning in cognitive, affective, and psychomotor domains. All grade levels met cognitive and psychomotor performance objectives (many scores approximating national norms). On the affective measure, all grades met the criterion except for grade three.

implementation requirements Inservice training is helpful; however, no special training is available to districts through the project. Teachers are provided with the criterion skill lists, and the Title I project staff is currently coding the materials to specific skills for easy reference.

financial requirements For 1975-76, the per-student cost was approximately $763, including funds for supplies, equipment, and staff salaries.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome.

contact Anita M. Schmidt, Director; Elementary Education and Title I; School #4 Annex; Dill Avenue; Linden, NJ 07036. (201) 486-2530.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 32 Approved: 4/9/73

Compiled Winter 1977

PROJECT TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS, Division of Community School District Affairs, New York City Board of Education

descriptors

Reading
Aesthetic Education
Interdisciplinary Approach

target audience

Grades 4-6. Children who are reading at least one year below grade level who are Title I eligible (some seventh graders accepted as apprentices).

description

An intensive, individualized, remedial reading program presented through the arts.

Over two 16-week periods, reading teachers, specially trained professional artists, and art teachers work with 120 Title I children at each of three sites. A total of 720 children are serviced. The program is associated with major cultural institutions in New York City: the Solomon R. Guggenheim Museum, the Staten Island Children's Museum, and the Queens Museum. The program focuses on improving reading skills through motivation and interest in the arts, and diagnosis and correction of reading weaknesses in reading workshops. Each participating child will meet with the reading teachers in small groups or individually an average of 3½ hours of the total 12 workshop hours per week for the 16 weeks of each program. There are 10 reading-oriented art workshops at each site, such as dance, music, theatre, crafts, sculpture, paintings, bookbinding-calligraphy, film, photography and printmaking, as well as parent workshops. The resources of the Solomon R. Guggenheim Museum, the Staten Island Children's Museum, and the Queens Museum are made use of, and field trips and special events are regularly scheduled. Preservice and inservice training are available.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

In the past 10 programs (over a period of 5½ years) the children have improved an average of 1-2 months in reading for each month they participated in the program. Financial and evaluation data collected 1976-77.

implementation requirements

Reading teachers and professional artists are trained in Learning to Read Through the Arts methodology. Teacher-made pupil-oriented materials, instructional devices, film strips, records, tape recorders, media libraries, books on the arts, and art and audio-visual suppliers are used.

financial requirements

Approximately $342 per student per workshop.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment only. Training is conducted at project sites (adopting site must cover all training costs as well as all other costs). Training is conducted out-of-state (exemplary staff costs must be paid for). Project staff can attend out-of-state conferences (expenses must be paid).

contact Bernadette C. O'Brien, Citywide Coordinator; Title I Children's Program; DCSDA, New York City Board of Education; 110 Livingston St., Room 601A; Brooklyn, NY 11201. (212) 596-5545.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-18 Approved: 3/25/74

Compiled Winter 1977

PROJECT PROJECT CHILD: Comprehensive Help for Individual Learning Differences

descriptors
Educational Disadvantagement
Community Involvement
Performance Based Education

target audience Infants through adults of all abilities, English-speaking, French-speaking, or Spanish-speaking.

description *A comprehensive program utilizing all possible community and other resources to help meet physical, emotional, educational, and social needs of migrant farmworker and rural families, infants through adults, days, evenings, and weekends.*

A child's education cannot take place in a vacuum -- isolated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evening, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12-hour day-program (Children's Demonstration School, Child Development Center) is complemented by: an evening educational component (In-Camp Learning Program) in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; training and employment of parents and older siblings as classroom aides (Aide Training Program); and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) identified, and evaluative devices determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity.

Since its validation, Project CHILD has been expanded to include the following year-round components: a Tutorial Program for school-aged children; an Adolescent Outreach Program for in-school and out-of-school youth; a Parental Education Program; a post-secondary opportunities program; and a Literacy Volunteers of America training program. A multi-media multi-ethnic Migrant Heritage Studies Kit has been developed to teach communities and students of all ages about migrant farmworkers and is available on a limited loan basis upon request.

assurances/claims Evaluation is specified for each objective. Teacher recycles learner to other learning experiences if objective is not met. WRAT posttests indicate students gain three months in reading and math skills over five-week period. (New state mandates have eliminated the WRAT. Criterion-Reference, Denver Developmental, and California Achievement Tests are utilized for school-aged children, preschoolers, and adults, respectively.)

implementation requirements An adopter/adapter should visit the program site to better determine which Project CHILD component(s) to adopt/adapt. Depending upon the adopter/adapter site needs, Project CHILD program components are replicable at individual local district or regional levels. Staffing, training, and facilities will depend upon components selected.

financial requirements Several handbooks and inservice training manuals are available at a range of $2-$6. Primarily, teacher-made and student-made materials, created at a minimal cost, are utilized. When used, commercial materials are generally adapted for use in the various program components. Staffing for each component of Project CHILD includes a program coordinator, teachers and/or tutors, and trained target group paraprofessionals and volunteers.

services available This project is participating in the NDN with Migrant funding.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Gloria Mattera, Director; Geneseo Migrant Center; State University College; Geneseo, NY 14454. (716) 245-5681.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 23 Approved: 4/9/73

Compiled Winter 1977

PROJECT

PROJECT READING IMPROVEMENT

descriptors

Reading Skills
Diagnostic Teaching
Individual Instruction

target audience

Tutorial Program: 170 children in grade 1, who score in the lowest percentiles on achievement tests. Laboratory Program: 750 children in grades 2-8 who need remedial reading instruction, indicated by low scores on standard tests.

description

A project attacking the problem of reading deficiencies of children in grades 1-8.

One-to-one instruction is provided by 10 tutors for first graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. The 13 reading laboratories are each staffed with a specially trained reading teacher and a paraprofessional assistant. Eleven are certified as reading teachers and two are working toward reading certification in addition to their elementary grades certification. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. The laboratory periods are scheduled so that they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or less so that much individual instruction may be given. The standard reading lab is divided into three parts: the first is usually small-group work in word analysis; the second is for reading specific material listed on a student's folder; the third is all individual work designed to meet individual needs. Children's reading skills are diagnosed in 277 separate areas and prescriptive instruction is provided to correct deficiencies found. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals during the year. Primary emphasis is on comprehension, but vocabulary, speed, and accuracy are also stressed.

Efforts are made to provide instructional techniques that are different from those used in conventional classrooms, so as to capture and maintain interest of participants and to increase motivation. Project staff has learned that a principal cause of reading problems is lack of desire to learn to read. A variety of learning activities are provided to correct lack of interest problems.

(This project has been described in a Project Information Package.)

assurances/claims

Laboratory participants are pretested in September and posttested in April. The project objective is 1.5 years grade-equivalent gain for all participants during the seven months. The actual mean gain was 1.61 years or 2.3 months per month of instruction. Standard scores were also used for evaluation. For each grade level (2-8), gains exceeded one-third of a standard deviation mean gain for all participants.

implementation requirements

Project requires a trained reading teacher and paraprofessional assistant for each 50 students. Laboratories used both teacher-made and commercial materials. Appropriate AV materials are used as well. A cross-index system of materials designed to develop particular skills is maintained. Much utilization of high-interest, low-difficulty materials occurs. Instructional games and materials are used to stimulate genuine interest and provide for total involvement. Project suitable for Title I adoption.

financial requirements

Set-up cost for equipment will be approximately $2,000, less the value of appropriate AV equipment already on hand. Set-up costs for materials will total approximately $2,000 per 50 students. Upkeep material costs will average approximately $200 per year for each Lab (50 students).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available. Additional training materials available to potential adopters. Visitors welcome by appointment. Training available to adopter at developer site and adopter sites. Developer costs funded with NDN Developer/Demonstrator funds (including follow-up activities). Project staff may attend limited number of awareness conferences.

contact

W. C. Blackmore, ESEA Title I Director, or Thelma D. Vines, Dissemination Coordinator;
P.O. Box 1239; Burgaw, NC 28425. (919) 259-2187.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-103 Approved: 10/18/74

Compiled Winter 1977

PROJECT EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN

descriptors Early Childhood Education

target audience Kindergarten children.

description *A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.*

Teachers complete skills observation checklists for each child. This data along with Boehm tests results are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six to eight headphone units and one central console in each classroom facilitate individual or small-group work. Perceptual skills are sharpened through use of manipulative materials. Inservice for teachers and aides is continuous, approximately one-half day per month.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims Two main comparisons were made: with national norms and with half-day kindergartens. The Boehm Test of Basic Concepts and the Metropolitan Reading Readiness Test were used. Gains from September to February showed an average increase from the 23rd to the 61st Normal Curve Equivalency (NCE) which is equivalent to a 60 percentile point gain (from 10 to 70).

implementation requirements Some method of screening is required to determine which children have the greatest educational need for a full-day experience. Use of standardized tests will facilitate the collection of achievement data. Care should be given in the selection of teachers and aides. Administrative support and continual inservice are essential. The project may operate in a single classroom or selected number of schools.

financial requirements Current pupil program costs based on 400 participants during 1976-77 were $1,500 per child, with approximately $800 from Title I and an additional $700 from local funds. Essential materials used and approximate cost: Sullivan Reading Readiness, $290; Lippincott, Readiness for Learning Clinic, $32; Frostig, Move/Grow/Learn, $10. A wide variety of teacher-developed and commercially available materials are also used.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Jane F. Pope, Project Coordinator; Early Childhood Education -- All Day Kindergarten; Cincinnati Public Schools; 230 E. Ninth St., Cincinnati, OH 45202. (513) 369-4720.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-16 Approved: 2/26/74

Compiled Winter 1977

PROJECT UPSTAIRS SCHOOL

descriptors

Remedial Reading
Individualized Instruction
Motivation Techniques

target audience

High school students reading two or more years below grade level.

description

A program intended to improve the reading ability of educationally disadvantaged students.

The Upstairs School is designed to take the student "from where he is" to grade level. Our objective has been to demonstrate growth in reading comprehension and vocabulary with a minimum improvement expectation of .8 year's growth in reading ability for each year of instruction. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would read if they could, and if teachers were willing to commit themselves to providing the necessary structure and love. Incoming ninth-grade classes at Roosevelt High School have consistently been among the "bottom" two or three in reading skills in the Portland School District. Over one-third of the student body is two or more years below its chronological grade level. Classroom teaching for this special program includes an open space classroom divided into five teaching stations plus a central lounge area for individualized-interest reading. All students in the program use this classroom for one 50-minute period each day. During that period, students receive sound training in spelling, penmanship, creative writing, dictation, vocabulary expansion, timed reading for better comprehension, and reading aloud. Students enter/leave/return depending upon individual need. They are then programmed into either regular or special classes as needed for the rest of the day. An atmosphere of work, trust, concern, and loving care for each student is unique to the program. All students are working. Since the inception of the program, remedial math, a remedial English Skills Lab, and remedial social studies have been added. These additions have created a highly-structured school within a school, and the "Upstairs School" is now an alternative school in every sense of the term. (Inservice classes for the teaching staff are held for the entire nine-month period.)

assurances/claims

The California Test of Basic Skills is given each spring to all program participants. Gains in both reading and language arts have been greater than goals set by program.

implementation requirements

Mastery Teaching method is successfully used with a variety of reading materials, including linguistic materials, basic reading series, magazines, and newspapers. All textbooks are phonetics-oriented. Special-interest books are low-vocabulary. In addition, many teacher-developed materials are used. No special staffing or facilities required. Training is required. A single teacher or an entire district may adopt.

financial requirements

Funding averages $250 per student, with the district providing the usual support services.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Joel W. Sappenfield, Project Director; 6941 N. Central; Portland, OR 97203. (503) 286-5781.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 30 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

descriptors

Remedial Reading
Counseling
Parent Participation

target audience

K-10 pupils reading below grade level. Concentration of services is on K-4 level.

description

A team-approach program to improve reading achievement and self-concept of reading disabled students.

The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, to diagnose the child's problems, to develop an individualized educational program to alleviate the problems, and to continually evaluate the child and the program. The project's main component is a reading-services program which includes direct services to students through individual and small-group remedial instruction and indirect services to students through a consultant service to their classroom teachers and parents.

Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation by the guidance/social worker team finds that an in-depth evaluation is necessary, services of a consulting psychological/psychiatric team are employed. It has been found that a student's inability to read may be causal in that the reading deficiency affects the child's total progress in school, or it may be symptomatic of other problems (social, emotional, physical, etc.) which are adversely affecting the child's developmental progress. Through a team effort the "total" child is made to function more effectively.

Another important component is total parent involvement including regularly scheduled parent/teacher conferences, formalized 10-week parent-study-groups and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early identification program which involves health and developmental screening of pre-kindergarten students, parent-information sessions, and a special readiness program once the child in need enters kindergarten. The highly successful secondary program emphasizes the teaching of reading through the content areas, with the reading specialist providing for the most part consultant services to the teachers of identified students.

assurances/claims

Outside evaluation conducted yearly. Cognitive evaluation: The CTBS, CAT, and Silvaroli Informal Reading Inventory used. Objectives have been met consistently. Affective evaluation: Instruments were developed locally. Objectives met in positive attitudinal changes with respect to school, peers, and selves.

implementation requirements

Many of the components of RIPPS are found in most school departments. The program can be readily adopted through reorganization of staff and commitment to the team approach for meeting learner needs. The reading and pupil personnel specialists must be willing to train and totally involve parents in the process. As successful adoption depends on people, the more interaction the better. Site visitations and/or telephone conferences are essential. Training programs are available and are tailored to meet adoption needs. The smallest adoption unit would be an entire school.

financial requirements

Total cost of program approximately $938 per student (1977-78). Estimated start-up costs $1000-$1500, per teacher depending upon materials and purchases required.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available (additional awareness materials in production). Visitors are welcome (during school year) by appointment. Training is conducted at project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences, if expenses are paid.

contact Michael W. Mello, Director of Grant Programs; Office of Grant Programs; Portsmouth School Department; Portsmouth, RI 02871. (401) 683-1450.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-124 Approved: 12/16/74

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PROJECT SEAPORT: Student Education Assuring Positive Organized Reading Techniques (formerly Remedial Reading and Home/School Liaison Program)

descriptors

Remedial Reading
Diagnostic Teaching
Home Instruction

target audience

SEAPORT is divided into two separate target components: Remedial Reading, for pre-K through grade 9 students most in need and at least one year below appropriate grade level, and Home/School, for Title I students and their pre-kindergarten siblings. (Originally developed and validated for grades 1-6, this project now operates pre-K through 9.)

description

A program using both a school-based and a home/school liaison approach to remedial reading problems.

The Remedial Reading Program, which is school-based, will assist pupils who need extensive supplementary remedial instruction in the area of reading. This program, at the upper elementary and secondary levels, serves students who are most in need and are at least a year below grade level. The Home/School Liaison Program serves as a direct communication link between the Title I Remedial Reading Program and the parents to insure better understanding and cooperation. Through home visits to these Title I parents, pre-kindergarten children with high risks for learning difficulties are identified. Assistance and materials are given to parents for readiness activities to aid these children. Three-year-old youngsters and their parents participate in a program that assists them to develop learning ability prior to pre-kindergarten or kindergarten.

(This project has been described in a Project Information Package.)

assurances/claims

Attainment of program objectives was assessed through a comprehensive, outside evaluation design. Its primary focus concentrated on product outcomes as relating to total project impact. A secondary focus dealt with perceptions and concomitant interactions of various groups which also reflected instructional goals.

implementation requirements

For implementation K-9, the SEAPORT project required 18 teachers trained as reading specialists and two certified early childhood teachers for the pre-kindergarten and kindergarten levels. One full-time director and one full-time secretary can coordinate the program. A resource room for use as a reading lab is necessary.

financial requirements

Start-up equipment costs an average of $15 per pupil with curriculum materials averaging $18 per pupil. After year one, ongoing curriculum materials cost an average of $12 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome any time. Training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs).

contact Mary C. Macioci, Coordinator of Grant Programs; Grant Programs Office; Edward St.; Newport, RI 02840. (401) 846-4700.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 2[illegible] Approved: 4/9/73

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PROJECT PROGRAMMED TUTORIAL READING

descriptors

Programmed Tutoring
Motivation Techniques
Supplementary Reading Materials

target audience

First graders in the bottom quartile who need help learning to read are tutored on a one-to-one basis. Originally approved by the JDRP as a first grade program, this program now operates as a first and second grade program.

description

An individualized tutoring program for first graders having difficulty learning to read.

Programmed Tutorial Reading (PTR) supplements, rather than supplants, conventional classroom teaching. The teaching strategy employs many elements of programmed instruction: frequent and immediate feedback, specified format, and individualized pace. However, whereas programmed instruction has often sought errorless or near-errorless learning with many cues at first, followed by a fading of cues, the tutorial program proceeds in the opposite manner with minimal cueing at first, followed by increased prompting until the child can eventually make the correct responses. The 15-minute tutoring sessions are highly structured. During their sessions, children read from their regular classroom basal readers while the tutor follows exactly one of 11 tutoring programs presented in the tutoring kits. The programs in the kit specify in detail what and how to teach. They are designed so that any decision made by a tutor about a child's reading is limited to judging the correctness or appropriateness of answers. Reinforcement and praise for success are essential parts of the instructional strategy.

(This project has been described in a Project Information Package.)

assurances/claims

The original evaluation of program impact was a comparison of matched pairs of students, using the Gates-MacGinitie Reading Test, Primary A, form 1. Tutored children scored at 1.9 grade equivalent at the end of first grade, while non-tutored children scored at 1.5. Later evaluations, using the same test, have produced similar results using a treatment-control group design instead of matched pairs. The area in which the program is being used is middle-income suburban.

implementation requirements

Implementation of the project requires a staff consisting of a part-time director, tutorial supervisors, tutors, and secretarial help. Facility requirements are limited to a quiet place and a side-by-side seating arrangement at a desk or table for the tutor and the child. Basal reading materials, a tutoring kit for each tutor, supplementary reading materials, and miscellaneous materials are also required. Training requirements include extensive training of tutorial supervisors and approximately 15 hours of training for tutors.

financial requirements

The annual per-pupil cost ranges from $150-$250, depending upon rates of pay of tutors and supervisors. Personnel costs, which include all administrative and clerical assistance, account for approximately 98% of total budget.

services available

An NDN-funded Developer/Demonstrator project.

Initial and secondary awareness materials as well as a Project Information Package (PIP) are available. Project staff is available to conduct awareness and pre-adoption sessions out-of-state. Visitors to the project site are welcome by appointment. Implementation-phase training is available to a limited number of adopters.

contact

Edwin R. Cammack, Project Director; Programmed Tutorial Reading; Davis School District; 45 East State St.; Farmington, UT 84025. (801) 867-2291.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-17 Approved: 3/18/74

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PROJECT

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

descriptors

Reading
Basic Skills
Diagnostic Teaching

target audience

Students reading two or more years below grade level with low or failing grades in English classes; grades 10-12. Can be adapted to grades 7-9.

description

A personalized and concentrated reading improvement program for secondary students.

This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult-student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each individual's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records are kept of areas of weakness and patterns of improvement. The importance of personal interest and positive reinforcement on the part of the adult aide cannot be over-emphasized. Reading instruction develops within the context of the total language arts curriculum. Project teacher plus team of eight aides supplement regular teacher's instruction.

assurances/claims

Project evaluation was based on successful accomplishment of stated behavioral objectives; pre- and posttesting. The Gates-MacGinitie Reading Test was used; grade equivalent scores were reduced to average monthly gains. A high percentage (85%) of participating rural, low-to-middle-income students measured an average monthly gain of 1.1 months or more per month.

implementation requirements

All instructional, management materials used are commercially available. No particular products or systems are stressed. An eclectic approach is used to prescribe materials as needed.

financial requirements

Start-up costs will run $200-$225 per student (based on 180 students at 1975 prices). This includes the cost of hiring one project teacher and eight adult aides, as well as of materials, equipment, and inservice. These per-student yearly costs will remain relatively consistent allowing for inflationary increases.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 74-110 Approved: 2/25/75

Compiled Winter 1977

PROJECT TRAINING MIGRANT PARAPROFESSIONALS

descriptors

Paraprofessional School Personnel
Bilingual Education
Individualized Instruction

target audience

Training is directed at bilingual adult paraprofessionals with a high school education or the near equivalent who will be teaching small groups of children. Oral language component serves preschool age through first grade. Reading and math component age four through third grade. Academic preschool component age 3-5.

description

Training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool-age through third-grade children.

Although this developer program is oriented toward migrants, it can be used with any bilingual population if bilingual paraprofessionals do the actual teaching. The training and monitoring system relates only to the teaching skills used in the structured, mostly programmed component curriculum materials. Components (listed below) can be adopted separately.

There are two series of training instruments: one to train trainers (professional staff) in how to use the other series which they then use to train paraprofessional teachers. Both series use observation forms to record actual training/teaching behaviors with criterion performance levels. The monitoring system includes observation forms used to check maintenance of teaching behaviors, and measures adequacy of children's progress through curriculum mastery tests.

Language Component: In English, uses SRA DISTAR Language I and II (Science Research Associates, Inc.). Level I was translated into Spanish for the project by Bilingual Mini Schools, which is now making the Spanish edition available (at cost) for dissemination to other sites.

Reading Component: In English, uses Phonics Primer (Student Behavior Lab) followed by Sullivan Programmed Reading series (McGraw-Hill). In Spanish, uses project-developed primer Comenzando a Leer to prepare children to work in Aprendiendo a Leer (Behavior Research Labs).

Math Component: Uses Singer Sets and Numbers (Random House) with project adaptation.

Academic Preschool Component: Uses project-developed pre-DISTAR language (Spanish and English), pre-math (Spanish and English), and cultural activities; the Univ. of Kansas Follow Through handwriting levels; and reading primers and English and Spanish DISTAR identified above.

assurances/claims

Oct. 1977 evaluation: After 200 days, project children showed significant superiority to a project norm group of the same age in Spanish and English vocabulary, math, English, reading, preschool concepts, handwriting, and cultural knowledge. Tests: PPVT, WRAT, Preschool Inventory, BMHS Test of Cultural Concepts.

implementation requirements

Adopter site must purchase curriculum materials for component it wishes to adopt, and must assign a staff person as a trainer. This person must have adequate time away from other responsibilities. System also requires a paraprofessional tester to give mastery tests. The trainer must participate in training provided by the developer site in the use of the training intruments and monitoring system. (No charge for training.) Developer offers follow-up site visits and evaluation services to adopter on optional basis, adopter to pay costs.

financial requirements

Spanish DISTAR I (Bilingual Mini-Schools Pub.), $115 per set. Comenzando a Leer, $25; training instruments approx. $10 per paraprofessional, per subject area. For other prices, request project price list. Paraprofessionals teach six children per group; can teach multiple groups during day depending on number of subjects adopted. Trainer can supervise 6-10 paraprofessionals.

services available

An NDN-funded Developer/Demonstrator project.

Developer site plans one-week workshops in Feb. 1978 to train adopter-site personnel in use of training and monitoring system for language component. (One to be held at Moses Lake, Wash.; another at Grulla, Tex.) At each site during March 1978, one-day awareness sessions will be held for projects considering adoption of math, reading, or academic preschool components. (Developer charges only for materials in training workshops.) Language component ready for immediate adoption. Other workshops or awareness sessions to be based on demand.

contact

Beverly McConnell, Dissemination Coordinator; Training Migrant Paraprofessionals; N.E. 425 Maple; Pullman, WA 99163. (509) 332-5439.

Developmental Funding: USOE ESEA Titles I and VII, and OCD USOE JDRP No. 48 Approved: 4/9/73

Compiled Winter 1977

PROJECT

HOSTS: Help One Student To Succeed

descriptors

Reading
Diagnostic Teaching
Community Involvement

target audience

Students, kindergarten through high school, who are in need of remedial reading instruction.

description

A diagnostic/prescriptive/tutorial approach to basic reading skills.

The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS Cross Referencing Manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

assurances/claims

Program evaluation consists of normative (Gates-MacGinitie, CTBS) and criterion-referenced tests. Student-achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-76.)

implementation requirements

Selection of school districts desiring HOSTS will be based on the following criteria: (1) needs assessment, (2) district's resources (commitment), (3) evaluation plan, (4) willingness to serve as a model for others. Districts that are potential adopters will be asked to send key personnel to visit the developer project. Upon completion of the visitation period, those districts that remain interested may apply to become HOSTS sites.

financial requirements

HOSTS has a start-up cost ranging from $30 to $115 per pupil and a continuation cost ranging from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2,000 target pupils.)

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available free. Instructional materials have been correlated to a skill continuum. HOSTS Cross Referencing Manuals, ranging from readiness through junior high, are available at $125 per set. A tutor training manual is $10 per copy. Visitors welcome. Project staff available for out-of-state awareness conferences (costs to be arranged). The HOSTS Corporation provides training experiences at project or adopter site for certified and non-certified staff (five days). Expenses must be partially subsidized.

contact

Bill Gibbons, Exec. Director; HOSTS Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661.
(206) 694-1705, 693-1775.

Developmental Funding: USOE ESEA Titles I and III USOE JDRP No. 75-6 Approved: 1/15/74

Compiled Winter 1977

PROJECT SECONDARY CREDIT EXCHANGE PROGRAM

descriptors

Learning
Dropout Prevention
Migrant Education

target audience

Migrant high school students who are unable to attend school due to the need to work with their families during school hours.

description

A continuation school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work.

The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they were taking at their home-base school. They are given individualized and small group instruction and complete their course of study in the receiving school. Upon completion of the term their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually late afternoon or early evening. Certificated staff are employed and the content of the work is the very same as the student was taking at his or her home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English speaking students and students who have dropped out but wish to return to school or pursue a GED.

assurances/claims

Significant gains in enrollment are evident in numerical comparisons before and after implementation of a Secondary Credit Exchange Program. Gains can also be seen in terms of credits needed compared with credits earned, as well as in cumulative number of graduates.

implementation requirements

Adopter must have sufficient staff to provide a teacher-student ratio no greater than 1:10. Identification and recruitment staff are other requirements, as well as some kind of classroom facility. The program can begin with as few as three or four students in a tutoring situation, but the most practical size is 30-40 students. Project site visitation is recommended. Project director can provide inservice at adopter site.

financial requirements

Per pupil cost varies from $100-$150 per student depending on the district. Costs are primarily for staff salaries. A wide variety of materials already found in most classrooms is used.

services available

This project is participating in the National Diffusion Network with Migrant funding.

Dissemination of awareness materials. Visitors welcome. Project staff can attend out-of-state workshops and conferences and participate in inservice training. Expenses must be partially subsidized.

contact

David W. Randall, State Coordinator; Secondary Credit Exchange Program; P.O. Box 829; Connell, WA 99326. (509) 234-2021.

Developmental Funding: USOE ESEA Title I (Migrant) USOE JDRP No. 77-113 Approved: 4/18/77

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PROJECT READING IMPROVEMENT PROGRAM -- SECONDARY SCHOOLS READING LABORATORY

descriptors

Educational Disadvantagement
Diagnostic Teaching
Reading Skills

target audience

Junior and senior high schools; students reading one year or more below grade level.

description

An individualized reading skills program.

Through preservice training, the reading consultant and the Wood County reading supervisor provide models and suggestions for the organization and management of Reading Laboratories. Each lab is staffed with a teacher and an aide, who work with 60 students daily in groups of 12 for 50-minute sessions. Each student's reading deficiency is diagnosed, and a reading skill-improvement program is developed for remediation of the deficiency. The management system devised for the operation of each laboratory gives the students independence and responsibility. Approximately 90% of each student's laboratory experience is used for individualized instruction.

The Reading Improvement Program currently serves economically and educationally disadvantaged secondary students in five eligible Wood County junior high schools, two eligible Wood County senior high schools, and one parochial junior-senior high school.

assurances/claims

Individualized prescriptions were written, and weekly evaluations conducted. Continuous progress assessments were made to assure that all students experienced success. Standardized test evaluation (Stanford Reading Achievement Test) indicated that participating students showed statistically significant gains between pre- and posttesting period.

implementation requirements

No special facilities or staff are required. It is anticipated that ongoing maintenance will consist primarily of instructional salaries, with a minimal amount expended for purchases of equipment, materials, and contractual service for equipment maintenance.

financial requirements

When the Reading Improvement Program was initiated three years ago, the materials purchased focused on five basic areas of reading: auditory and visual perception, vocabulary, word-attack skills, comprehension, and motivational materials. Tapes, films, filmstrips, records, and many high-interest, low-vocabulary books were utilized. The initial cost averaged $373.87 per pupil.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is also conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact Darel K. Custen, Director; Title I; Wood County Schools; 1210 Thirteenth St.; Parkersburg, WV 26101. (304) 422-8411.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 76-84 Approved: 7/1/76

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